2029 EPAS Information Session

Friday, November 13, 2026

#CSWE26

CSWE Context: Two Pillars



Accreditor

- **Board of Accreditation (BOA)**
  - Confers accreditation decisions
- Accreditation Volunteers
  - Site Visitors
  - Fellowship Review Committee
  - Post-BOA Candidacy Visitors
  - Practice Doctorate Review Committee
- Staff (Department of Social Work Accreditation – DOSWA)

*Focus on **compliance** with the accreditation standards*

Education Association

- **Board of Directors**
  - Governs CSWE
- National Nominating Committee
- Commissions & Councils
- Membership
- Centers & Initiatives

*Focus on **best practices** and **resources** for social work education*

Joint EPAS Writing Committee

Charge: The Commission on Educational Policy (COEP) and Board of Accreditation (BOA) formed a Joint EPAS Writing Committee. Together, they establish the timeline and use data, feedback, and their collective expertise to shape educational policies and accreditation standards.

- The COEP formulates the educational policies.
- The BOA formulates accreditation standards that are conceptually linked to the educational policies.

Service Criteria: The committee is composed of 4 BOA members, inclusive of the BOA Chair, and 4 COEP members, inclusive of the COEP Chair. Additionally, the CSWE Executive Director of Accreditation, the Vice President of Education, and staff identified by CSWE leadership serve as ex-officio committee members. Appointments of members to the Joint Writing Committee are made by the respective chairs.

Context & Timeline

Date	Activity
2023 – 2025	Commission on Educational Policy (COEP) conducted the 2029 EPAS environmental scan.
Summer 2025	2029 EPAS joint committee established with members from Board of Accreditation (BOA) and COEP.
Spring 2026	COEP completed the environmental scan.
February – September 2026	Joint Committee met to: • review environmental scanning data • review BOA, COEP feedback; • develop Draft 1 of educational policy accreditation standards
October 2026	• Released the 2029 EPAS environmental scan and Draft 1 for public review, feedback, and comment.
October – November 2026	2029 EPAS Draft 1 open for public review, feedback and comment; • Joint Committee hosted feedback sessions at 2026 CSWE Annual Conference • Virtual feedback session

Environmental Scan: Forces Reshaping SW Education

- *Who enters the profession? • What skills will be needed? • Current Challenges and Trends*

PURPOSE

Identify the major forces affecting practice and education.

- political
- economic
- demographic
- technological
- learning
- institutional

EVIDENCE BASE

- **National education & labor data**
- **Peer-reviewed research**
- **Member surveys**
- **16 focus groups 2024–25**
- **Task Force on SW Education & Technology**

2029 Educational Policy & Accreditation Standards

EPAS 2029

The scan provides the rationale for standards that respond to a contested landscape while preserving the profession's core commitments.

Takeaways: 5 pressures converging on SW education

The environment is changing fast and shortage of mental health workers expected

PROFESSION

- Legislative threats
- Revisiting person-in-environment
- Rising competition

TECHNOLOGY

- Digital practice is now central
- AI, telehealth & analytics
- Bias, exclusion & privacy

POLITICAL

- Changing priorities
- Evolving advocacy strategies
- Selective value of higher education

ACADEMIA

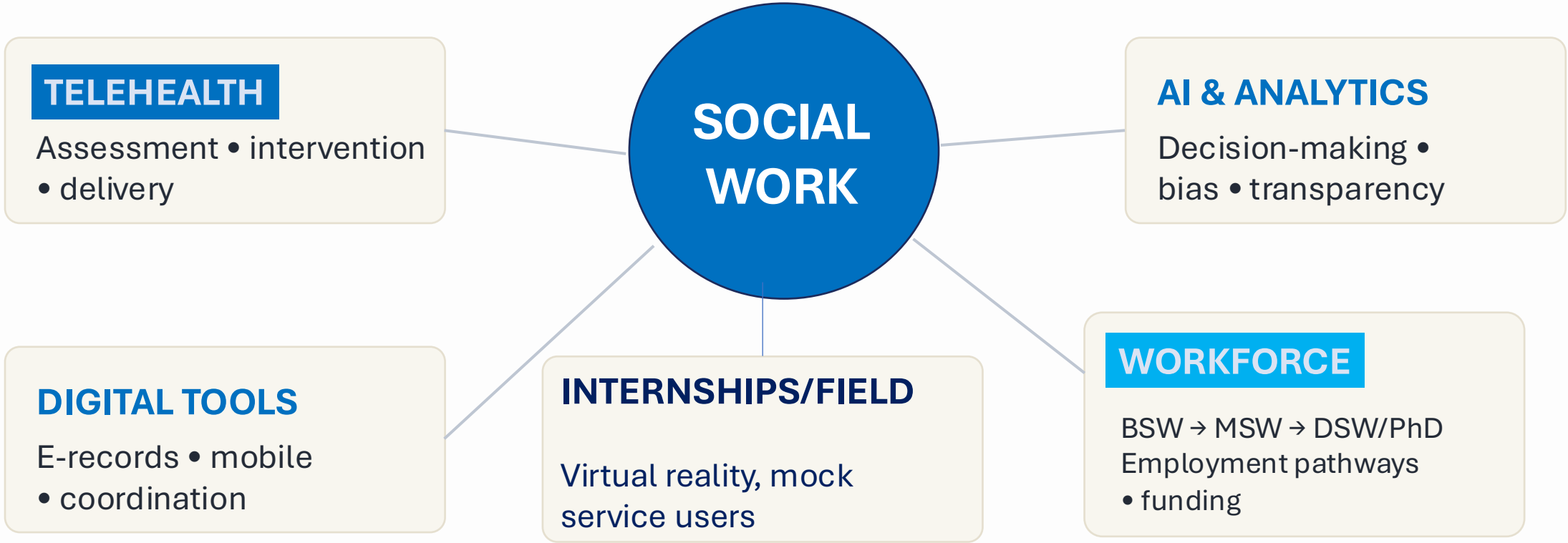
- Budget & funding threats
- Accreditation deregulation
- Student loan policy
- Campus civility

STUDENTS

- More varied pathways
- Adult learners & flexibility
- Field education & wellbeing

Takeaways: Technology changing practice, workforce

Social work needs a voice in how technology is designed, adopted, and governed.



Takeaways: Students asking education to fit real lives

Enrollment is diversifying—and flexibility is becoming a design requirement.

1 **ADULT LEARNERS**

Who enrolls—and from where

2 **PROGRAM OPTIONS**

More formats and pathways

3 **ENROLLMENT**

Work + school + family

4 **FLEXIBILITY**

Schedules that fit real lives

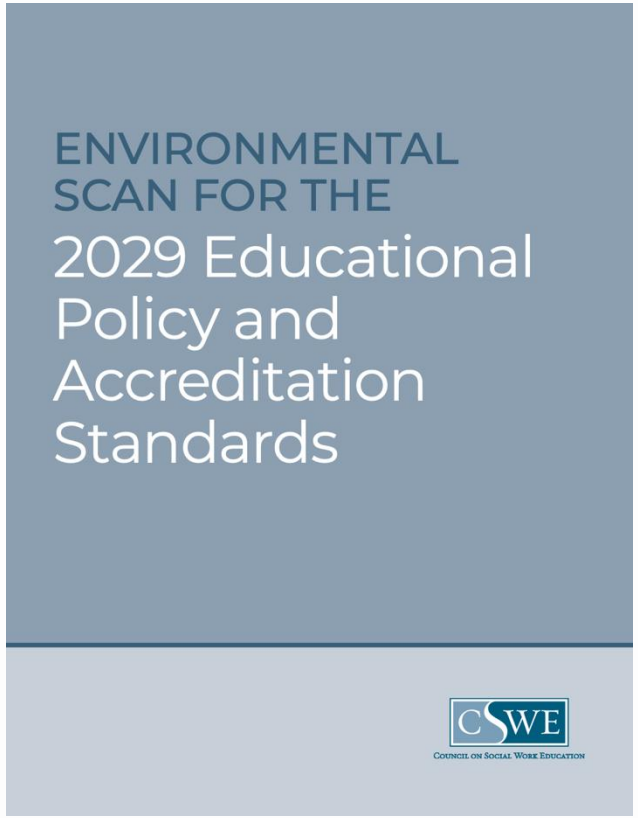
5 **FIELD EDUCATION**

Employment-based models
P4P questions
Hours

6 **WELLBEING**

Mental health &
self-care as priorities

Environmental Scan

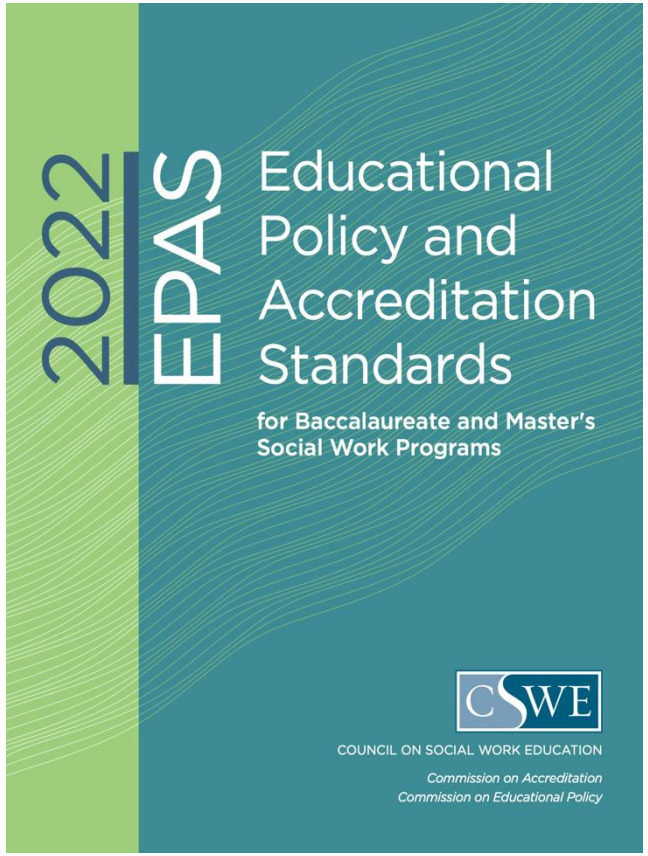


Environmental Scan Findings Reflected in the 2029 EPAS

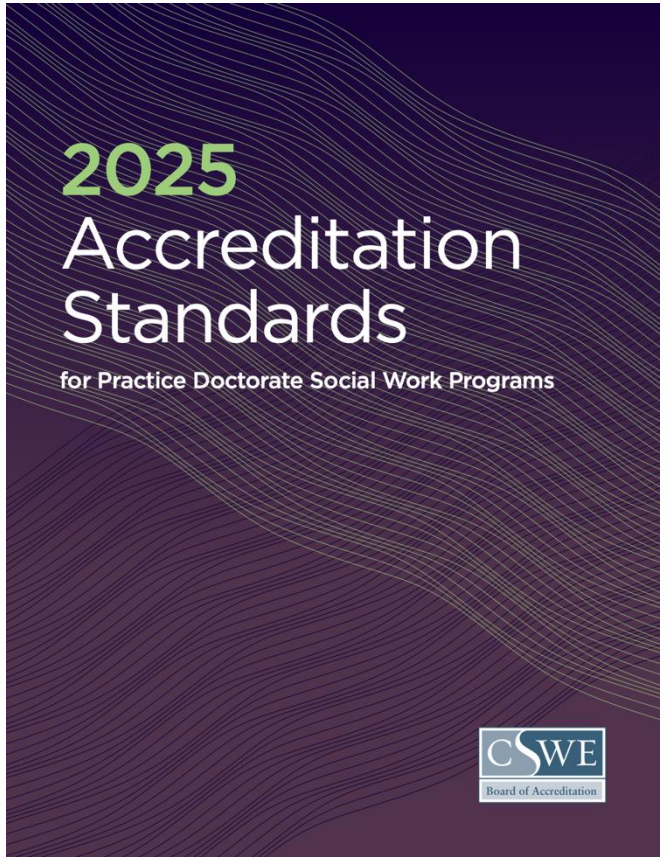
From the environmental scan there were themes that emerged within each section. Each theme is incorporated throughout the 2029 EPAS:

- Professional Social Work Identity and Values
- Person-in-Environment (PIE) Perspective
- Human Dignity and Respect
- Policy and Organizational Impact on Outcomes
- Practice Preparation for a Changing World

2022 EPAS & 2025 PD Accreditation Standards Integration



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CSWE

2029 EPAS Update – Baccalaureate and Master's

Removed: One behavior from Competency 1

Competency 1: Demonstrate Ethical and Professional Behavior

- Behaviors:
  - make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct in research, and additional codes of ethics within the profession as appropriate to the context;
  - demonstrate professional behavior; and oral, written, and electronic communication, including digital technology and social media; and
  - use technology ethically and appropriately to facilitate practice outcomes;
  - use self-care, supervision, and consultation to ensure professional judgment and behavior.

2029 EPAS Update – Baccalaureate and Master's

Added: One competency and two corresponding behaviors

Competency 10: Ethical and Effective Use of Technology in Practice

- Behaviors:
  - demonstrate ethical and effective evaluation, selection, and integration of technology in practice, when appropriate; and
  - analyze how technology may benefit or inhibit client and constituency access to resources and services.

2029 EPAS Update – Practice Doctorate

Added: Descriptive paragraphs for each core expertise and skills

Added: One Core Expertise and Skill

Core Expertise and Skill #7: Integrate Technologies Ethically in Practice and Scholarship

2029 EPAS Update – Master's Only

Updated: Terminology change: "regional accrediting organization" changed to "institutional accrediting organization" to align with Council on Higher Education Accreditation (CHEA) recognition.

- M3.1.2 The program has criteria for admission, a process for application evaluation, and a process to notify students of admission decisions. The criteria for admission to the master's program must include an earned baccalaureate degree from a college or university accredited by a recognized institutional accrediting organization.

2029 EPAS Update – Baccalaureate and Master's

Updated: Program responsibility in field education, to align with current interpretation

- Accreditation Standard B/M 4.4.4: The program is responsible for evaluating student readiness for field education placement and ensuring all eligible students have opportunities to secure a qualified field placement. The program is responsible for ensuring that all field placements meet the program's processes for identifying, selecting, approving, and engaging with qualified field settings.

2029 EPAS Update – Baccalaureate and Master's

Updated: Competency and behavior language, per the environmental scan

Competency 2: Promote Dignity, Respect, and Justice for All

- Behaviors:
  - engage in practices that promote dignity, respect, and justice for people within the context of their environment; and
  - advocate for and implement strategies that increase client and constituency access to resources and services while promoting human dignity, respect, and justice

2029 EPAS Update – Baccalaureate and Master's

Updated: Competency and behavior language per the environmental scan

- Competency 3: Person-in-Environment
- Behaviors:
  - apply the person-in-environment perspective in practice at the individual, family, group, organizational, community, research, and policy levels; and
  - demonstrate self-awareness, self-regulation, cultural humility, critical reflection, and practice skills to manage the influence of personal assumptions, biases, values, perspectives, and privilege in working with clients and constituencies.

2029 EPAS Update – All Program Levels

Updated: Educational Policy and Accreditation Standard 2.0: Social Work Perspective

- 2.0.1 The program integrates the social work perspective in the explicit curriculum.
  - The program is asked to: Provide examples of how social work values and the person-in-environment perspective is integrated within the explicit curriculum, as described in Educational Policy 2.0.
- 2.0.2 The program integrates the social work perspective in the implicit curriculum.
  - The program is asked to: Provide examples of how the learning environment advances human dignity and respect, fairness, access, and well-being are integrated within the implicit curriculum, as described in Educational Policy 2.0

2029 EPAS Update – All Program Levels

Added: Accreditation Standard in Administrative and Governance Structure

- AS 3.3.4: The program supports the faculty's ongoing professional development as educators, researchers, scholars, and practitioners to achieve the program's mission.
- The program is asked to:
  - Describe how faculty are supported with ongoing professional development as:
    - educators
    - researchers
    - scholars
    - practitioners
  - Address all program options.

2029 EPAS Update – Baccalaureate and Master's

Updated: Educational Policy and Accreditation Standard 5.0.2: Student Feedback

- 5.0.2 (a) The program offers opportunities for graduating students to provide feedback on their experience, including professional advising, understanding of the person-in-environment perspective, readiness for practice through coursework and field education, and any additional program components selected by the program.
- 5.0.2 (b) The program has a process to formally review its graduating students' feedback. The program makes specific changes to the student experience based on its feedback, with clear links to findings.

2022 EPAS & 2025 PD Accreditation Standards

- The proposed 2029 EPAS does not alter requirements established in the 2022 EPAS or the 2025 Practice Doctorate Accreditation Standards.
- Programs should continue to follow the current accreditation standards.
- Programs affected by enacted state legislation should refer to Guidance on Language Pertaining to 2022 EPAS

Contact your accreditation specialist for support

2029 EPAS Timeline & Next Steps

- Draft 2 is anticipated to be released in 2027.
- An updated timeline is currently in development and will be shared when finalized.
- Additional opportunities for public review and feedback will be provided.

We welcome your feedback!

Complete the 2029 EPAS Draft 1 Survey
by Friday, November 20, 2026